

# BUILDING A CULTURE OF FEEDBACK AND LEARNING IN MULTINATIONAL MILITARY INSTITUTIONS

**Daniela-Elena DURALIA**

*“Nicolae Bălcescu” Land Forces Academy, Sibiu, Romania*  
d\_duralia@yahoo.com

## ABSTRACT

*This conceptual paper explores the way leadership, psychological safety, intercultural competence, and feedback culture intersect to support constructive learning in multinational military environments. Using a narrative review of the literature, this analysis develops an integrated conceptual framework explaining how these mutually reinforcing factors contribute to organisational learning. In multinational military environments, successful outcomes depend especially on leadership effectiveness that encourages trust, open communication, and continuous feedback across culturally diverse teams. Drawing on literature in organisational learning, leadership theory, psychological safety, and intercultural competence, this paper suggests that the proposed framework explains how leadership creates conditions for psychological safety; how intercultural competence strengthens interpersonal relationships, enhancing communication and collaboration; and how constructive feedback transforms individuals' experiences into institutional knowledge. This study argues that organisational learning emerges from the interaction of these mutually reinforcing factors rather than from any single organisational practice. The proposed framework offers both a theoretical contribution by integrating previously fragmented perspectives and practical implications for leaders seeking to strengthen learning cultures within multinational military institutions.*

## KEYWORDS:

*psychological safety; intercultural competence; leadership; feedback culture; organisational learning*

**Submission Received: 15 July 2026; Revised: 31 July 2026; Accepted: 03 August 2026; Published: September 2026**

## 1. Introduction

Multinational environments, often challenged by cultural, linguistic, and professional diversity, achieve effective communication among members by establishing rules such as setting clear goals, encouraging mutual respect, and creating a supportive group work environment. Coming from different backgrounds, individuals bring diverse values, communication styles, and institutional habits, which shape how they relate to others, both as individuals and as professionals. Even if diversity is enriching, as it broadens perspectives and improves learning, members working in multinational institutions need to integrate, inspire trust, and communicate effectively to develop productive working relationships.

A solid institutional culture helps prevent cultural, linguistic, and professional frictions. Purposes and organisational frameworks differ considerably, but the main condition for effective work persists throughout – namely, individuals finding ways to cooperate around a common goal, communicating effectively, and a culture that ensures everyone plays an important part in achieving the previously established goals. Working well with individuals from different cultural backgrounds is never simple, and it becomes considerably harder when different languages, professional habits, and ideas of what counts as respectful behaviour converge in the same room.

Even if previous research has extensively examined leadership, psychological safety, intercultural competence, and organisational learning, these concepts have largely been investigated as separate or only partially connected phenomena. Limited attention has been given to explaining how they interact collectively to create effective feedback and learning culture within multinational military institutions. An integrated conceptual framework remains necessary to explain the reciprocal relationships among leadership, psychological safety, intercultural competence, constructive feedback, and organisational learning in culturally diverse military environments. This gap is addressed by integrating these complementary theoretical perspectives into a cohesive conceptual framework, offering both a theoretical explanation and a foundation for future empirical research. It develops an integrated conceptual framework explaining how these mutually reinforcing concepts contribute to constructive learning and continuous institutional improvement. A central concern is the challenges leaders encounter in encouraging members to speak openly, learn from one another, and transform individual experiences into organisational knowledge.

## **2. Literature Review**

### **2.1. Organisational Learning in Multinational Institutions**

Once clear goals are established, members achieve effective work through the continuous adaptation, acquisition, sharing, and application of knowledge. In addition, leaders' behavioural influence, trust, and open communication, together with formal systems such as the NATO Lessons Learned Handbook (2022), are crucial to the institutional learning process. Leaders' behaviours should encourage professional communication, collaboration, and critical thinking, thereby reinforcing expectations regarding effective work.

Hofstede's (2001) cultural dimensions explain how national cultures influence organisational behaviour, particularly through differences in uncertainty avoidance and individualism. In multinational military education, these differences affect participation, communication, and the willingness to challenge established perspectives. Cultural diversity is a strategic resource that enhances creativity, resilience, and judgement when supported by inclusive leadership and a shared professional vision.

### **2.2. Leadership and Psychological Safety**

Effective leadership has always been at the core of successful multinational institutions because it promotes established rules and sets the direction for work. It shapes culture, communication, and the conditions under which learning occurs. Researchers such as Soeters, Winslow & Weibull (2003) note that adaptability has become a strong requirement due to real-world changes and that *"the vast majority of the literature on military culture is based on the Integration perspective. [...] It appeals to military commanders because of its 'promise' that cultures may change through initiatives and impulses of top leadership"*. However, they also argue that organisations

need internal dialogue rather than a rigid “strong culture” to respond effectively to changing realities. This belief remains particularly relevant in today’s multinational military environment.

Leaders must adopt different leadership styles to respond effectively to changing situations and contexts. Transformational leadership (Bass, 1985; Bass & Avolio, 1994) encourages innovation, knowledge sharing, and commitment by inspiring followers through vision, intellectual stimulation, and individualized support. Other leadership perspectives, including servant leadership (Greenleaf, 1977), authentic leadership (Avolio & Gardner, 2005), and adaptive leadership (Heifetz, Grashow, & Linsky, 2009), also highlight trust, empowerment, transparency, and the ability to respond to difficult challenges. Overall, leadership effectiveness depends on selecting and adapting the most appropriate leadership style to suit the current context.

Creating psychological safety represents one of the most important conditions for effective interaction in a working group. Edmondson (1999) defines psychological safety as a shared belief that individuals can take interpersonal risks without fearing negative consequences. Psychological safety promotes high performance by encouraging learning from failure. It is particularly important in military environments where steep hierarchies may discourage open communication. In multinational environments, leaders need to manage cultural and language differences while ensuring that personnel feel respected and confident in contributing to organisational learning.

Over time, leadership approaches have increasingly emphasized adaptability and flexibility. Research on psychological safety suggests that leadership behaviours such as active listening, humility, openness, and support foster trust and encourage participation in organisational learning (Edmondson & Lei, 2014). Practitioner-oriented military publications similarly emphasize kindness, patience, and adaptability as desirable leadership qualities (Keyser, 2015; Anson, 2022; Guerrero, 2025). Although these publications are not peer-reviewed, they illustrate how these principles are reflected in contemporary military leadership practice. Keyser (2015) argues that *“kindness and strength are complementary leadership qualities that motivate personnel and improve performance”*. Similarly, Anson (2022) emphasises that patience and self-control enable leaders to remain calm and effective under pressure.

On the other hand, impatient leaders may generate organisational stress, chaos, and toxicity (LaFalce, 2017). Edmondson and Lei (2014) further argue that leadership behaviours such as active listening, humility, and openness directly influence psychological safety and team members’ willingness to participate in learning. In multinational military settings, leaders must reconcile hierarchy with inclusion by demonstrating cultural insight and interpersonal sensitivity.

### **2.3. Intercultural Competence**

Developing intercultural competence is as important as establishing psychological safety, because it strategically contributes to members’ ability to integrate into the work group. According to Deardorff (2006), intercultural competence includes cognitive, behavioural, and motivational dimensions that enable individuals to communicate effectively across cultures. Earley and Ang (2003) develop this capability through the concept of Cultural Intelligence (CQ), consisting of four dimensions: metacognitive, cognitive, motivational, and behavioural.

High levels of cultural intelligence enable leaders and personnel to cooperate effectively, build trust, communicate openly, and benefit from differences in military

traditions and national cultures. Furthermore, Rockstuhl and Van Dyne (2018) show that intercultural competence improves organisational learning by strengthening communication, reducing conflict, and supporting knowledge sharing. As a result, intercultural competence reinforces psychological safety and enables organisations to transform cultural diversity into institutional learning.

#### ***2.4. Feedback and Organisational Learning***

Feedback may be given and perceived in different ways, affecting the working process either positively or negatively. Edmondson (1999) notes that effective feedback depends on psychological safety because members are unlikely to report mistakes or offer honest observations when they fear negative consequences. Motivation lies at the heart of the work process and is a key condition for achieving success in a multicultural environment. Schein and Schein (2017) argue that organisational culture also influences the quality of feedback; institutions that reward openness and reflection encourage constructive dialogue, whereas blame-oriented cultures suppress learning.

Cultural differences affect how feedback is communicated and interpreted, making intercultural competence essential to ensuring that feedback is perceived as developmental rather than confrontational (Hofstede, 2001; Earley & Ang, 2003). In addition to diplomacy and empathy, reciprocal feedback between leaders and followers improves self-awareness, decision-making, and organisational learning (London, 2014). Formal mechanisms such as after-action reviews, lessons-learned systems, mentoring, and coaching support this process; however, sustainable feedback cultures ultimately depend on routine interactions characterised by trust, respect, and mutual commitment. Together, leadership, supportive organisational culture, psychological safety, intercultural competence, and continuous feedback form the foundation of organisational learning in resilient multinational military institutions that can adapt to complex situations.

#### ***2.5. Synthesis of the Literature***

Although these theoretical perspectives come from different research traditions, they complement each other and together form the basis of the proposed conceptual framework. Transformational leadership primarily creates psychological safety by articulating a shared vision, intellectually stimulating personnel, and encouraging innovation, thereby reducing the fear of expressing new ideas (Bass, 1985; Bass & Avolio, 1994). In contrast, servant leadership, promotes psychological safety through empathy, empowerment, and genuine concern for followers' well-being (Greenleaf, 1977), while authentic leadership reinforces openness and trust through transparency and ethical behaviour (Avolio & Gardner, 2005). Together, these leadership perspectives suggest that psychological safety is achieved through different but mutually reinforcing leadership behaviours.

Similarly, Hofstede's (2001) cultural dimensions and Earley and Ang's (2003) concept of Cultural Intelligence offer complementary rather than competing explanations of intercultural interaction. Hofstede explains how national cultural values influence communication and organisational behaviour at the societal level. Moreover, Cultural Intelligence describes the individual capabilities that enable people to adapt effectively across cultural contexts.

Finally, feedback theories extend organisational learning by explaining the mechanism through which knowledge generated during daily interactions, after-action

reviews, and operational experience becomes institutional knowledge. Psychological safety encourages individuals to provide honest feedback; intercultural competence ensures that feedback is interpreted constructively across cultures; and organisational learning theories explain how these exchanges are transformed into continuous institutional improvement. Consequently, leadership, psychological safety, intercultural competence, and feedback should be understood as interdependent components of a single organisational learning process rather than as isolated theoretical constructs.

### **3. Methodology**

This study adopts a conceptual research design informed by a narrative review of the literature. The objective of this paper is to develop an integrated conceptual framework that explains how leadership, psychological safety, intercultural competence, and feedback culture interact to promote organisational learning in multinational military institutions. Rather than providing an exhaustive or systematic review, the study synthesises established theoretical perspectives from organisational learning, leadership, organisational behaviour, psychological safety, intercultural competence, and feedback research to identify the main constructs and the relationships among them. The literature reviewed includes seminal and contemporary contributions that have significantly influenced these research domains and that are particularly relevant to multinational organisational settings.

The conceptual framework emerged from comparative analysis and theoretical integration. First, the literature reveals recurring concepts and mechanisms associated with organisational learning in culturally diverse environments. Second, relationships among these concepts clarify how leadership influences psychological safety, how intercultural competence facilitates communication and trust, and how feedback serves as the mechanism by which individual experiences are transformed into organisational learning. The resulting framework does not seek to test causal relationships empirically but to provide a theoretically grounded model that integrates previously fragmented perspectives and offers a foundation for future empirical research in multinational military organisations.

### **4. The Study – An Integrated Conceptual Framework**

Although existing research has explored these relationships, relatively little is known about how learning cultures within multinational institutions emerge. This paper proposes an integrated conceptual framework that positions leadership as the primary organisational trigger initiating a sequence of mutually reinforcing processes that culminate in sustainable organisational learning. Unlike previous approaches that emphasise isolated variables, the proposed conceptual framework explains organisational learning as a dynamic social process shaped by multiple interacting mechanisms. Leadership stands at the core of the framework, shaping institutional culture built on interpersonal trust and psychologically safe environments. Leaders influence the institutional conditions that enable learning behaviours to emerge. Leadership behaviours associated with transformational, servant, authentic, and adaptive leadership collectively encourage openness, inclusion, active listening, and collaborative problem-solving.

Progressively, leaders' persistence in applying organisational values contributes to the development of institutional culture. The first mediating mechanism within the framework is psychological safety, which enables members to engage in interpersonal

risk-taking by asking questions, admitting uncertainty, reporting mistakes, and proposing alternative perspectives. In multinational environments, psychological safety and effective leadership are not enough to ensure effective collaboration.

Participants must develop sufficient intercultural competence to communicate across cultural boundaries. This ability strengthens the communicative network among participants, reinforcing psychological safety and encouraging feedback by reducing misunderstandings and increasing mutual respect among culturally diverse personnel. Research on cultural intelligence consistently shows that individuals with higher levels of intercultural competence are better able to adapt to diverse communication styles, build interpersonal trust, and collaborate effectively across cultural boundaries (Earley & Ang, 2003; Rockstuhl & Van Dyne, 2018).

Feedback serves as a reinforcing mechanism within a well-established psychologically safe environment where people respect one another and communicate effectively. Progressively, members realise that effective feedback does not consist only of shared opinions. In this institutional framework, interactions are not linear but interwoven, and feedback naturally becomes constructive, based on trust, respect, and reflective dialogue supported by shared operational experiences. Successful feedback exchanges progressively become embedded within the institutional culture.

Constructive learning in multinational military environments occurs in the same way it does in a semester-long language course. Interactions are encouraged to identify strengths, recognise weaknesses, and evaluate performance. During briefings and projects, leaders and instructors can identify problems to be solved. Members, namely students, need to feel psychologically safe and comfortable expressing ideas. Students are encouraged to reflect on the outcomes of their discussions so that they fulfil the assignments successfully.

Learning results from improved knowledge sharing, institutional memory, innovation, adaptive decision-making, and continuous organisational improvement. Leadership initiates learning processes; learning, in turn, reshapes leadership through institutional reflection, experience, and adaptation.

As a result, the framework positions culture as the broader institutional context within which these relationships develop. Culture influences every component of the model by shaping assumptions regarding authority, communication, collaboration, and learning. Leadership gradually transforms culture through repeated behaviours, while culture constrains leadership effectiveness.

The proposed framework builds on previous literature in several important ways. It integrates multiple theoretical traditions, including organisational learning, leadership theory, psychological safety, intercultural competence, and feedback research into an explanatory framework. It explicitly identifies feedback culture as the central mechanism for translating leadership behaviours into organisational learning. Finally, it acknowledges intercultural competence as a key contextual condition, especially within multinational military organisations. The model further helps by emphasising the reciprocal and consolidating relationships among its components. Learning is considered the product of an evolving system in which leadership, trust, communication, cultural competence, and feedback continuously influence one another. The reciprocal relationships described above are summarised in (Figure no. 1).



*Figure no. 1: Integrated conceptual framework illustrating the reciprocal relationships among leadership, psychological safety, intercultural competence, constructive feedback, and organisational learning in multinational military institutions*  
(Source: Author's work)

## 5. Discussion

This paper has examined the collective contribution of effective leadership, psychological safety, intercultural competence, and feedback culture to institutional learning within multinational military institutions. Together, these four factors form the competencies a multinational institution needs to build and sustain a learning culture.

Across the literature, leadership consistently emerges as the force that shapes institutional culture and determines whether personnel feel confident enough to participate in learning activities. Effective leaders discourage individual competition and an excessive concern with avoiding mistakes; they favour collaboration, transparency, and professional development. Leadership needs to be adaptable to different individuals and contexts. Guerrero (2025) argues that “*modernizing the Army requires leaders with flexible and versatile minds that adjust to changing circumstances and environments [...] Flexibility is the ability to shape conditions and expertly address shifting threats and scenarios with suitable, adaptable, and prompt responses*” (2025, p. 2). Aware of these different leadership styles, leaders can choose the approach that best suits each situation. Transformational leadership motivates personnel through a shared organisational purpose and vision; servant leadership focuses on the development and well-being of team members; authentic leadership encourages transparency and trust; and adaptive leadership enables institutions to respond effectively to rapidly changing situations. All these styles support open communication, learning contexts and institutional improvement.

Psychological safety is a prerequisite for learning as it reduces defensive behaviours that prevent valuable knowledge from being shared. Research shows that personnel are considerably more motivated to ask questions, admit uncertainty, discuss mistakes and offer constructive suggestions when they are appreciated rather than criticised. Personnel who fear embarrassment or negative evaluation may remain silent despite possessing knowledge that could strengthen performance or prevent future mistakes. Leadership practices that support psychological safety are important for overall progress in the workplace.

Psychological safety alone is not enough to ensure successful collaboration within multinational organisations. Participants in a discussion may feel comfortable;

still, they may find communication limited by cultural misunderstandings, differing professional norms, or contrasting communication styles. Language proficiency may also affect how they respond to questions or delay their understanding of others.

Intercultural competence enables individuals to interpret communication styles more accurately, appreciate others' perspectives, and adapt their responses to others' cultural expectations. Individuals with multiple international work experiences show greater flexibility when interacting with multinational colleagues, reducing the possibility that misunderstandings will undermine collaboration.

Such experience becomes increasingly important within military headquarters, where operational capacity depends on the successful integration of personnel from diverse military or cultural backgrounds. All in all, intercultural competence contributes to the development of interpersonal trust: mutual respect and cultural awareness reduce conflict while encouraging inclusive participation during planning, decision-making, and after-action reviews. Developing such capacity, individuals feel more willing to engage. Intercultural competence strengthens the effects of psychological safety by helping to ensure that dialogue is productive despite cultural diversity.

Feedback functions as a transmission mechanism within learning organisations. It carries knowledge between individuals and organisational units, so that lessons identified through operational experience become institutional knowledge that can inform future decisions, improve procedures, and enhance performance. Successful feedback exchanges motivate leaders and members even more. When individuals observe that their contributions are appreciated and that criticism leads to improvement, their desire to continue working increases. Feedback is both an outcome of psychologically safe environments and a mechanism that continuously strengthens them.

Institutional culture influences assumptions regarding authority, communication, collaboration and professional learning. Institutions that promote mutual respect, openness, and continuous improvement develop effective learning systems, whereas those dominated by rigid hierarchy or fear are less likely to do so. Within multinational military organisations, culture is especially complex because personnel operate simultaneously the host institution's culture and within the professional traditions of their respective national armed forces. Establishing common learning norms reduces misunderstandings, strengthens trust, and improves effectiveness.

Leadership remains at the centre of the institutional learning process, but it cannot ensure its effectiveness on its own. Psychological safety provides limited benefit when intercultural communication is ineffective or when meaningful feedback is absent. Effective learning occurs at the intersection of leadership behaviours, a supportive institutional culture, intercultural competence, and structured feedback outcomes.

These findings reinforce the importance of institutional learning systems such as lessons-learned programmes. Formal mechanisms for collecting operational observations become substantially more effective when supported by leadership behaviours that encourage honest participation and constructive reflection. Lessons-learned systems should be understood not merely as administrative procedures but as institutional practices embedded within learning cultures characterised by trust, openness, and continuous professional development.

## **6. Conclusions**

Building a culture of feedback and learning within multinational military institutions requires perseverance, professionalism, and collaboration among members. As this study has argued, learning emerges from the interaction of leadership, psychological

safety, intercultural competence, and a constructive feedback culture. These elements function as mutually reinforcing concepts of a dynamic learning system. As a result, leadership provides the initial conditions by establishing trust, modelling openness, and encouraging participation. At the same time, psychological safety enables personnel to share ideas and learn from mistakes without fear of negative consequences. Intercultural competence enables diversity to become a source of improvement in the multinational environment.

The integrated conceptual framework proposed in this study contributes to the literature by bringing together theoretical perspectives that are often examined independently. By positioning feedback culture as the mechanism by which leadership behaviours, psychological safety, and intercultural competence translate into organisational learning, the framework offers a more comprehensive explanation of how learning cultures develop within multinational military organisations.

Although the framework is conceptual, it has practical implications for leaders, educators, and those responsible for multinational military institutions. Institutions succeed because their members are willing to learn together. In increasingly complex multinational environments, leaders who cultivate trust, encourage constructive dialogue, and embrace cultural diversity create conditions in which knowledge is continuously acquired, analysed, shared, and applied. Such organisations become better equipped not only to address today's challenges but also to adapt to those that lie ahead.

## **7. Limitations and Future Research**

This study is conceptual in nature and is based on a narrative review of the literature. The framework therefore represents a theoretical interpretation of the existing literature and should be viewed as a foundation for further research rather than as an empirically validated model. At the same time, it offers multinational institutions a practical framework that can be used to encourage all members, regardless of rank or national background, to contribute to organisational learning through constructive feedback.

Future research should examine the proposed framework in multinational military settings. One possible approach would be a case study within a NATO multinational headquarters to explore how leadership, psychological safety, intercultural competence, and feedback influence organisational learning in practice. Another option would be to survey participants attending multinational military education programmes to examine the relationships among these concepts. Such studies could confirm, refine, or challenge the proposed framework while providing practical recommendations for strengthening feedback practices and learning cultures in multinational military institutions.

## **REFERENCES**

- Anson, C.J. (2022). *Love and Leadership*. NCO Journal. Available at: <https://www.armyupress.army.mil/Portals/7/nco-journal/images/2022/August/Love-And-Leadership/Love-Leadership.pdf>.
- Argyris, C., & Schön, D.A. (1978). *Organisational learning: A theory of action perspective*. Addison-Wesley.
- Avolio, B.J., & Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338. Available at: <https://doi.org/10.1016/j.leaqua.2005.03.001>.

- Bass, B.M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B.M., & Avolio, B.J. (1994). *Improving organisational effectiveness through transformational leadership*. Sage Publications.
- Deardorff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalisation. *Journal of Studies in International Education*, 10(3), 241-266. Available at: <https://doi.org/10.1177/1028315306287002>.
- Earley, P.C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
- Edmondson, A.C. (1999). Psychological safety and learning behaviour in work teams. *Administrative Science Quarterly*, 44(2), 350-383. Available at: <https://doi.org/10.2307/2666999>.
- Edmondson, A.C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organisational Psychology and Organisational Behaviour*, 1, 23-43. Available at: <https://doi.org/10.1146/annurev-orgpsych-031413-091305>.
- Greenleaf, R.K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.
- Guerrero, F.M. (2025). *Understanding Adaptive Leadership*. NCO Journal. Available at: [https://www.armyupress.army.mil/Portals/7/nco-journal/images/2025/March/Adaptive-Leaders/Adaptive\\_Leadership-UA.pdf](https://www.armyupress.army.mil/Portals/7/nco-journal/images/2025/March/Adaptive-Leaders/Adaptive_Leadership-UA.pdf).
- Heifetz, R.A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organisation and the world*. Harvard Business Press.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organisations across nations* (2nd ed.). Sage Publications.
- Keyser, J. (2015). *Kindness in leadership*. *Common Sense Leadership*. Available at: <http://www.commonsenseleadership.com/kindness-in-leadership/>.
- La Falce, W. (2017). *Handling toxic leadership*. NCO Journal. Available at: <https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2017/October/Handling-Toxic-Leadership/>.
- London, M. (2014). *The power of feedback: Giving, seeking, and using feedback for performance improvement* (2nd ed.). Routledge.
- NATO. (2022). *NATO Lessons Learned Handbook* (3rd ed.). NATO Joint Analysis and Lessons Learned Centre (JALLC).
- Rockstuhl, T., & Van Dyne, L. (2018). A bi-factor theory of the four-factor model of cultural intelligence: Meta-analysis and theoretical extensions. *Organisational Behaviour and Human Decision Processes*, 148, 124-144. Available at: <https://doi.org/10.1016/j.obhdp.2018.07.005>.
- Schein, E.H., & Schein, P.A. (2017). *Organisational culture and leadership* (5th ed.). Wiley.
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organisation*. Doubleday.
- Soeters, J., Winslow, D., & Weibull, A. (2003). *Military Culture. Handbook of the Sociology of the Military*. Ed. Giuseppe Caforio, Kluwer Academic/Plenum Publishers, New York.
- Winslow, D.J., & Dandeker, C. (2000). *On the need to be different: Recent trends in military culture*. In D. Bland (Ed.), *Backbone of the Army: Non-Commissioned Officers of the Future Army* (pp. 47-67). McGill-Queen's University Press.